# Jack Tizard School

## Child Protection
## & Safeguarding Policy

| Approved by: | Full Governing Body | Date: | March 2024 |
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| **Last reviewed on:** | December 2022 | | |
| **Next review due:** | March 2025 | | |
| **Review Frequency** | Annually | | |

This Policy has been Written using the Document Keeping Children Safe in Education updated September 2023

# Contents

## Key Contact Personnel in School

Designated Safeguarding Lead:              Francesca Smith, Headteacher
Deputy Designated Safeguarding Lead:    Sarah Melman, Deputy Headteacher
Named Safeguarding Governor:           Tricia Swaby

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents. It is reviewed annually and ratified by the Full Governing Body. It is available on the school website [www.jacktizard.lbhf.sch.uk](www.jacktizard.lbhf.sch.uk)

## Introduction

All children have the right to be safe, to feel safe and to have their social and emotional needs met, as well as their educational needs. They have the right to expect adults in positions of responsibility to do everything possible to foster these rights.

"Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education." (Inspecting safeguarding in early years, education and skills settings, Ofsted, September 2018).

Child protection and safeguarding issues are considered in all areas of school planning and practice, with the aim of providing a safe, supportive culture and environment where learning, truth, justice, respect and community values are promoted. The school fosters an ethos which values and respects pupils as individuals, endeavours to involve them in decision making and creates an atmosphere of trust in which:

- pupils can raise any fears, worries or concerns.
- their health, emotional wellbeing and development are promoted
- they are supported to learn the skills they need to stay safe

All those who come into contact with children and families have a duty to safeguard and promote their welfare. This policy applies to all those who work with the pupils at Jack Tizard School, whether as an employee, member of the Governing Body, volunteer or student.

The overarching aim of this policy is to safeguard and promote the welfare of the children in our care (in situations where child abuse is suspected, our paramount responsibility is to the child).

## Local Safeguarding Arrangements

We work together with other key partners to keep children and young people safe in our local area. The arrangements for Hammersmith and Fulham, Kensington and Chelsea and Westminster are available in the Safeguarding Children Partnership Arrangements available here
https://www.rbkc.gov.uk/lscb/sites/default/files/atoms/files/LSCP%20Multi-Agency%20Safeguarding%20Children%20Arrangements.pdf
The Headteacher is a board member of the Local Safeguarding Children Partnership

## Statutory Guidance

We will fulfil our local and national responsibilities as laid out in the following documents:

- Working Together to Safeguard Children (DfE 2018 updated December 2023)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (Updated September 2023)
- The Governance Handbook

We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners.

This policy is also based on:
- Section 175 of the Education Act 2002
- The School Staffing Regulations 2009
- The Children Act 1980
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Ofsted guidance 'Inspecting safeguarding in early years, education and skills settings' (2018)
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015
- Statutory Guidance on the Prevent Duty (2015)
- Statutory Guidance on FGM
- Guidance for Safer Working Practice
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2016)
- London Child Protection Procedures 2015
- United Nations Convention on the Rights of the Child
- Statutory framework for the Early Years Foundation Stage

## Related Safeguarding Policies

This policy and guidance should be read in conjunction with the school policies listed below:

- Physical Intervention
- Attendance
- Behaviour Management
- Intimate Care
- Touch
- Whistleblowing
- E Safety
- Anti-bullying
- Equalities Policy
- Safer Recruitment
- Staff Code of Conduct

- GDPR and Data Protection (2018)
- Sex and Relationship Education

We will ensure there are clear standards of conduct for all staff and volunteers and will take appropriate action in the event of all breaches.

## Informing Parents/Carers about the School's Safeguarding Policy and Procedures

Parents/carers are encouraged at all times to be involved with the School and develop a good trusting partnership to promote their child's welfare. The Headteacher/DSL will ensure that parents and carers understand:

- the responsibilities placed on the school and staff for safeguarding children.
- the importance of keeping the school informed about any absences, accidents or any significant events that may impact on their child's behaviour

The Headteacher/DSL will undertake appropriate discussion with parents and carers prior to involvement of another agency, unless to do so would place the child at further risk of harm.

## Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, (including supply staff), volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (KCSIE) and review this guidance at least annually.

It is always difficult to determine whether a child has been abused and particularly difficult if the child has learning difficulties. Pupils in our school have the same experiences as other pupils and families in the community. Some of these experiences may cause stress and anxiety, e.g. divorce, domestic violence, bereavement. It is therefore important that assessments identify all possible experiences, which could explain signs of a worrying nature. We need to ensure that we do not attribute all 'signs and indicators' to a child's disability

**All Staff will:**

- recognise the factors associated with pupils with learning difficulties that make them more vulnerable to child abuse.
- be aware that safeguarding incidents and behaviours can be associated with factors outside school and can occur between children outside the school environment
- be particularly alert to the potential need for early help for a child who:
    - is a young carer
    - is showing signs of being at risk from, or being drawn in to anti-social or violent criminal behaviour, including gang involvement and association with organised crime groups e.g. County Lines
    - has a family member in prison, or affected by parental offending
    - shows a significant change in performance, signs of self -harm or change in wellbeing, signs of assault or unexplained injuries
    - is frequently missing/goes missing from care or from home
    - is persistently absent from education, including persistent absences for part of the school day
    - is at risk of modern slavery, trafficking, sexual or criminal exploitation
    - is at risk of being radicalised or exploited
    - is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
    - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
    - is misusing drugs or alcohol
    - is a privately fostered child
    - has returned home to their family from a period in care
- be aware that Safeguarding is everyone's responsibility;
- be aware of the systems for Safeguarding and fully conversant with their duty to share any suspicion, incident, allegation or other manifestation relating to child protection with the relevant person immediately;
- maintain an attitude of "it could happen here" and always act in the best interest of the child
- establish a safe, resilient and robust ethos, built on respect and shared values;
- create an environment where children feel secure, have their views valued, are encouraged to communicate and are listened to;
- will know and use the preferred communication methods of the pupils with whom they work;
- recognise the role that technology can play in safeguarding issues
- consult pupils in matters related to their care ensuring that, at all times, we do this at a level appropriate to their age, understanding and level of communication;
- use the curriculum, specifically through PSHE, SRE, Computing and IT to develop the skills that children need to stay safe by:
    - teaching pupils to use an effective vocabulary, signs and symbols for their emotions, their body parts and sexual behaviour;
    - promoting and fostering the skills of decision making and choice through all areas of the curriculum at all times;

- o promoting empowerment, self-esteem, assertiveness and independence for all pupils
- be aware of the four categories of abuse, other specific emerging ways that a child can be abused such as Child Sexual Exploitation, (see Appendices for full list) and the indicators that may signify a child needs early help or protection;
- work to reduce the potential risk pupils face of being exposed to discrimination, violence, extremism, exploitation, or victimisation
- be aware that technology is a significant component in many safeguarding and wellbeing issues, Children are at risk of abuse online as well as face to face.
- be vigilant as multiple safeguarding issues will overlap
- monitor those children who have been identified as being 'at risk' and be aware of the risk factors that increase the likelihood of serious violence;
- be aware of the legal duty for teachers to personally notify the police of any act of Female Genital Mutilation carried out on a girl under the age of 18
- know how to respond and to provide sensitive support to any pupil disclosing abuse;
- ensure that new/temporary supply staff, volunteers, parents, governors and visitors are mindful that any physical contact they initiate with children is in line with the school's policies on Touch and Physical Intervention
- follow the guidelines on responding to a disclosure and recording incidents;
- be aware that disclosure, or evidence for concern, may occur in any number of ways e.g. by what a child says, about itself, or another child or children; through interception of a written item, observation of activity or behaviour giving cause for concern or through changes in behaviour or attitude (including concerns about parental or staff behaviours);
- treat what may seem to be, apparently, minor reports with due seriousness, in case there is existing information within the school concerning the pupil, or a related child;
- recognise that situations may arise where there may be insufficient hard evidence or fact to warrant a complaint/urgent formal referral, but there may be enough in terms of previous reports to justify consultation with Children's Services. Our piece of information may be one part of a jigsaw - it may even be the first piece. It may complete "a puzzle";
- participate in multi-agency assessment of need as required, and contribute to initial and/or core assessments that provide support or specific services to the child and/or family member as part of an agreed plan.

## Confidentiality and Information Sharing

Timely information sharing is essential to effective safeguarding and fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

The Governing Body should ensure relevant staff have due regard to data protection principles which allow sharing or withholding of information.

The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

This includes:

- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Not providing information where the serious harm test under the legislation is met. Independent legal advice will be sought in situations where they may be some doubt.

The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information.

We will also take into account the restrictions on reporting alleged offences by teachers found at https://www.legislation.gov.uk/ukpga/2011/21/section/13/enacted


## Role of the Designated Safeguarding Lead

The Headteacher is the Designated Safeguarding Lead (DSL). The school has also identified The Deputy Headteacher to act as Deputy Safeguarding Lead. Other members of the Leadership Team have received Level 3 training.

The Designated Safeguarding Lead is responsible for overseeing implementation of the policy, co-ordinating safeguarding within the school, and for liaising with other agencies.
She will:
- Ensure that she, or a deputy DSL are always on site and available during school hours
- Ensure that all those in the school community, including supply teachers and teaching assistants, visiting professionals working with students in the school, external providers of school activities and those supporting school visits, are informed of the names of the DSLs and the school's procedures for protecting children, for example, how to report their concerns, suspicions and how to receive, record and report disclosures:
    o during their first induction to the school
    o through a copy of this policy and Part One of KCSIE (2023)
    o through the staff handbook / safeguarding leaflet for visitors
- Raise staff awareness and confidence on child protection procedures
- Undertake a holistic assessment of need that attaches value to the religious and cultural needs/background of the child and family
- Provide advice, guidance and support to staff and volunteers who wish to discuss concerns about pupils or other members of staff
- Hold a fortnightly multidisciplinary team meeting on Early Help and safeguarding issues in order to pool information and monitor concerns. This meeting will include the class teacher and other relevant professionals where appropriate
- Consult with the Disabled Children's Team where the decision on a course of action is unclear, promptly referring all cases of suspected child abuse to the local Disabled Children's Team or the police child protection team
- Ensure that the school works in conjunction with the three identified safeguarding partners
- Maintain and manage the school's role in any multi-agency plan
- Ensure concerns are addressed if a child's situation has not improved, by following local escalation procedures

- Maintain and update the Child Protection Plan Monitoring list
- Preserve "a need to know" level of confidentiality and access to secure records.
- Attend case conferences or nominate an appropriate member of staff to attend
- Where a pupil who is, or has been, the subject of a child protection plan changes school, inform the social worker responsible for the case and transfer the appropriate records to the Designated Teacher at the receiving school, in line with current Government guidance on the transfer of such records, and separate from the child's academic file
- Report to the Governing Body on the implementation of this policy, as required.
- Check all incident reports made by staff and volunteers, countersigning them, and making such reference to other authorities as is appropriate
- In all but the most exceptional circumstances, make parents /carers will be made aware of the concerns for their child at the earliest possible stage
- Ensure a full face to face handover with anyone taking over the role of Designated Safeguarding Lead
- Give due consideration to any statutory restrictions to the disclosure and sharing of information. These include:
  - The common law duty of confidence
  - The Human Rights Act
  - GDPR and the Data Protection Act, 2018
  - Information Sharing: Advice for Practitioners, DfE, 2018
  - The Freedom of Information Act

## Induction and Training

The DSL will ensure that:

- as part of the induction process, all members of staff (including temporary staff) are made aware of the systems that support safeguarding including:
  - understanding the referral system, and the responsibility to refer immediately if a child is in imminent danger
  - a copy of Part One and Annex A of "Keeping Children Safe in Education" (2023),
  - all relevant safeguarding policies
  - highlighting information in the school's policies on Positive Behaviour Management and Physical Intervention which covers the use of "reasonable force"
  - Staff code of conduct
  - the safeguarding response to children who go missing from education
  - reporting of accidents, incidents and concerns
  - online safeguarding, including their roles and responsibilities in relation to filtering and monitoring
- all staff receive safeguarding and child protection updates as required, at least annually, as well as through email, staff meetings etc, as well as Level One training at least once every two years. Key staff will receive Level Three training every two years and keep up to date with safeguarding and child protection developments at least annually.
- Prevent training is delivered in line with statutory guidance
- All staff will receive online safeguarding training at least every 2 years

**The Governing Body**

The Governing Body is accountable for ensuring the safety of the school. The recruitment of Governors will include undertaking a Section 128 check.

Governors will ensure that:
- They are aware of their obligations under GDPR and DPA (2018)
- The school has a current safeguarding policy in place
- They read and follow the guidance of KCSIE (2023)
- Safer recruitment procedures are followed and appropriate checks carried out on new staff and volunteers
- Any deficiencies or weaknesses that are identified are remedied without delay
- There are clear procedures for dealing with allegations of abuse against staff and volunteers
- The policy and procedures are reviewed annually

The Nominated Governor for Child Protection and safeguarding is Ms, Tricia Swaby. She is responsible for liaising with the DSL over all matters relating to child protection issues. The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate.

**Visitors to the school**

All visitors will be given the safeguarding leaflet ot read on arrival. All visitors must be pre-approved by the Headteacher or Deputy/Assistant Headteacher in their absence. They will decide on the suitability of the visitor and any content that will be shared with the school community by this visitor and any relevant checks required.

**Monitoring and Record Keeping**

When we have concerns about the welfare of a child, comprehensive and accurate records are kept in secure, confidential files, which are separate from the child's school records. Access to records, other than by the Designated Senior Lead or Deputy, is restricted. Safeguarding records are shared with staff on a 'need to know' basis only.

Regulations published in 1989 do not authorise or require the disclosure to parents of any written information relating to child protection. Practice is for parents to be informed of any referral being made (unless it relates to Sexual Abuse or is likely to put the child at risk of significant harm). When there is suspicion of significant harm to a child and a referral is made, as much information as possible should be given about the nature of the suspicions, the child and the family.  Use of previous records (if available) may prove to be particularly useful in this respect.

Reports may be needed for Child Protection Case conferences or the criminal/civil courts.

Consequently, records and reports will be:
- Factual (no opinions) and accurate
- Made as soon as possible after the event
- Non-judgemental (no assumptions)
- Clear, relevant, comprehensive and jargon free

Any referral to The Disabled Children's Team within Children's Services by telephone is confirmed in writing and a copy kept on the confidential school file. If parents have not been informed about (or if they have agreed to) the referral being made, this will be reported to The Disabled Children's Team.

All staff will observe utmost confidentiality and support for students who are involved in a child abuse investigation. The School may also be involved with a student and his/her family following an investigation and the situation must be dealt with sensitively at all times.

Staff will:
- Log any incidents, observations in the appropriate school accident and incident report book/forms (including a body map if injuries have been observed).
- Make a verbal report to the Designated Safeguarding Lead or Deputy without delay in the event of any concerns, and provide a written report outlining in adequate detail what was heard, seen, reported, alleged etc. Verbatim quotes from a child are important, as is the retention of anything which gave cause for concern such as a drawing, painting, writing etc. The member of staff will sign and date the report.
- Keep records in such a way that any persistent pattern can be quickly identified and appropriate cross-referencing of reports enabled.
- Receive ongoing support from the DSL/ Deputy DSL

Whilst the DSL will make the final decision on a referral to social care (or Assistant/Deputy Headteacher in their absence), any member of staff is able to make a referral themselves.

Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

The school has clear monitoring procedures for:

**Poor attendance & punctuality**
These are monitored by the class teacher, the school administrative staff and the Headteacher. Families are asked to provide at least two contact numbers and to notify the school directly if their child is absent for any reason. Admin staff routinely follow up by midday on the first day of absence when no reason has been provided.
- The Headteacher ensures that any concerns are investigated internally and explored with parents. Where necessary, concerns about attendance are referred to the Family Support Services and/or Disabled Children's Team. Governors receive a termly report of attendance figures, including authorised and unauthorised absence, through the Curriculum, Parents, Pupils and Community Committee

**Concerns about appearance and dress, changed or unusual behaviour, health and emotional well-being**
The school will contact parents/carers initially. Any further concerns will be referred to the Disabled Children's Team within Children's Services

**Deterioration in educational progress**
The educational progress of all pupils is monitored at regular intervals. Some pupils have complex, deteriorating medical problems. If this is not a factor, then the child's parents will be contacted and advice sought from the Educational Psychologist

**Discussions with parents about concerns relating to their child**:
Any matters arising from a meeting between a teacher and a child's parents are referred to the Headteacher

**Concerns about home conditions or situations, physical symptoms of neglect – weight loss, small but frequent injuries**
The school has a system for recording concerns about a pupil's physical appearance and wellbeing on arrival at school. This sheet is read and signed by the Headteacher and kept in the pupil's central file. The school nurse monitors children's weight as part of the school health service. The Deputy Head of Department supports where there is concern about a parent's wellbeing, and information is shared at the MDT Early Help meetings

## Guidelines for Staff on Responding to a Disclosure of Abuse

Staff must always be aware that a child may be suffering abuse outside or inside the school environment, that a disclosure or symptom relating to this may become apparent within an activity, or that there will be children with whom they are working who have not as yet revealed they are being abused. It is important that the environment we create for our pupils is as conducive as possible in providing support and that we are fully aware of each child's level of understanding and means of communication.

We acknowledge that the disclosure of abuse by a child may give rise to feelings of anger, distress, embarrassment, disgust, awkwardness, and fear. It is essential that none of these feelings be transmitted to the child.  Staff must never promise to keep any information secret and will do their utmost to reassure the child at all times.

The DSL will:
- Ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005
- Always attempt to give feedback to staff from any situation as is appropriate. Staff will be made aware that, once a report has been made to The Disabled Children's Team within Children's Services, reasons of confidentiality may prevent the DSL from providing specific details

A relevant member of the Senior Leadership Team will be available to support staff following a disclosure or involvement in child protection proceedings.

## Safer Recruitment and Selection
The school pays full regard to 'Keeping Children Safe in Education' (DfES 2023) and will ensure, as far as is possible that anyone, paid or voluntary, who seeks to work with children and young people

through the school's activities and who, thereby, gains substantial access to them, is as safe to do so in child protection terms as can be guaranteed.

At least one member of any interview panel will have completed safer recruitment training

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. The information packs for applicants will include a link to this policy.

We will ensure that:
- Before employing a teacher, we take all reasonable steps to establish if the individual is subject to a prohibition order, restriction, direction or any disciplinary sanction imposed by the (now defunct) GTCE
- Documentation sent out to potential candidates makes it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- All references will be taken up and verified by telephoning referees;
- A reference will always be obtained from the last employer;
- At interview candidates will be asked to account for any gaps in their career/employment history;
- Candidates will be made aware that all staff are subject to an enhanced DBS check;
- Evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary
- Ensure that any applicant/employee/volunteer is aware that he/she must reveal any conviction, caution, bind-over, probation order, or pending prosecution, whether imposed prior to or within the period the applicant works at the school. Failure to do so will be a disciplinary offence
- Ensure that we refer to the DBS any staff member who has harmed, or poses a risk of harm, to a child or vulnerable adult

## Personnel Records
The School Business Manager (SBM) will maintain a confidential file on each applicant in which shall be kept:
- Copies of all forms, consents and replies;
- Notes - where the Headteacher, Deputy Headteacher or SBM receives a phone call or other non-written communication, the main points shall be recorded and filed with the applicant's records; information about the school's policy on personnel records will be included in the application pack in accordance with the Data Protection Records.

Where a file has been created for a successful applicant and subsequent enquiries do not support the appointment (i.e. unsatisfactory Criminal Record Bureau checks and/or references etc.), the file will be kept for six months and then safely destroyed by the SBM - likewise for a successful applicant who declines to commence employment with the school.

Anyone working at the school has the right to inspect their own confidential records, and may do so on request to the Headteacher who shall not withhold consent unreasonably and will respond within one working day. The Headteacher may only withhold such agreement and access if to do so

might jeopardise the school, an investigation by the police or the Disabled Children's Team relating to child protection matters, or if it might lead to a child's welfare and safety being compromised.

## Allegations Against Staff or Others Working with Pupils in the School

All adults (including volunteers, supply staff and contractors) who work within an educational context have a duty to report promptly any concerns or information about possible child abuse, or poor or unsafe practice. Failing to report information quickly could put children at risk.

All members of staff are made aware of the school's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

If someone makes allegations to the school referring to any person working for the school whether paid or unpaid, who may have:
- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child/children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

the school will follow agreed Children's Services procedure.

 Incident reports will be made at all stages as appropriate:
- Any member of staff who hears an allegation of abuse against another member of staff will report the matter immediately to the Headteacher; If the allegation is against the Headteacher it will be taken directly to the Deputy Headteacher and through her to the Chair of Governors, who will contact the LADO and the Director of Children's Services
- On receipt of the complaint, the Headteacher will contact The Disabled Children's Team and the Local Authority Designated Officer (LADO) to inform them of the situation. Ideally this will happen immediately but at least within one working day. The local authority designated officer is Megan Brown. Her email is Megan.Brown@lbhf.gov.uk. Please note all LADO referrals must be sent to LADO@lbhf.gov.uk
- On advice from Children's Services, and/or the Police, the Headteacher will inform the person against whom an allegation has been made, unless this could be prejudicial to any criminal investigation
- If a criminal allegation is made e.g. sexual abuse and impropriety, physical assault, or inappropriate behaviour, the Headteacher will consult the Human Resources Department. Staff may be subject to immediate suspension. Under no circumstances is any person suspended to re-enter school premises or property or attend a session on site whilst under suspension. This prohibition includes activities where there are no children/young persons present
- If there is no criminal allegation, the Headteacher will gather as much detail from available sources of information as possible by way of investigation.

- If misconduct involves a member of staff in a child protection incident where the actions or behaviour are inconsistent with children's welfare, it will be reported and dealt with under the ordinary Misconduct provisions of the Disciplinary Procedure, with appropriate records made in the person's file. The Disabled Children's Team and the LADO will be informed if the matter is related to child protection.
- If a member of staff is involved in an incident outside of school that did not involve children, but may have an impact on their suitability to work with children e.g. domestic violence, the school will assess whether pupils could be at risk

We have a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The Headteacher (or Deputy in their absence) will act immediately and seek advice will be taken from HR in each situation.

Support and advice is available to individuals against whom allegations have been made by contacting the Education Support helpline, and provision of a named contact if they are suspended.

If an allegation is made against an individual employed through an agency ( e.g. supply teachers), the procedures will be followed in co-operation with the agency's human resources department. Where the accused is a teacher, we abide by our confidentiality obligations under legislation (education act 2011)

## Review and Evaluation of the Policy

The DSL will liaise with the Senior Leadership Team and the named Governor responsible for Safeguarding to:
- monitor the implementation of the policy;
- review the effectiveness and appropriateness of the policy every year;
- ensure that the views of staff are sought and reflected in such a review process, and that the input of any appropriate statutory authority is sought

The online safeguarding policy will also be reviewed annually by the leadership team and governing body.

## Indicators of Abuse and Neglect

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

### Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

**Physical abuse**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 48 KCSIE).

**Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.


## Specific safeguarding issues

The school recognises that there are a range of specific and emerging safeguarding concerns.

- Bullying (including cyberbullying)
- Children and the court system
- Children Missing Education (CME)
- Children with family members in prison
- Child missing from home or care

- Child Sexual Exploitation (CSE)
- Child criminal exploitation (County Lines)
- Domestic Abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage – It is illegal to cause a child under the age of 18 to marry, even if violence, threats of coercion are not used.
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- 'Honour- based' abuse
- Looked After Children – currently, and previously
- Mental health – own or family member
- Missing children and adults
- Online safety
- Child on child Abuse
- Prevent duty (radicalisation and extremism)
- Private fostering
- Relationship abuse
- Serious Crime and violence
- Sexual violence and sexual harassment between children
- Human trafficking and modern slavery
- Youth produced sexual imagery or "Sexting"
- 'Upskirting' - taking a picture under a person's clothing without their permission

Important additional information about these are to be found in Annex A in 'Keeping children safe in education' 2023.  All School staff who work directly with the children will read the annex, in addition to Part 1.

## Children with Special Educational Needs and Disabilities

Research has indicated that children who are disabled are at significantly greater risk of being abused or neglected.

It is essential that all staff, (teaching and non-teaching), governors, volunteers, temporary and supply/visiting staff working in the school, parents and carers recognise the factors associated with pupils with learning difficulties that make them more vulnerable to child abuse.

Children with learning disabilities may:
- have to receive intimate personal care, possibly from a number of different carers, which may increase the risk of exposure to abusive behaviour; not be given opportunities for making choices and exercising control over their own lives;

- have been taught to be overly compliant and do as they are told;
- be cared for by inexperienced staff who lack the awareness and understanding of the level at which the disabled person is able to participate;
- have communication difficulties or lack access to an appropriate vocabulary to explain what is happening;
- have a limited understanding of their own bodies and their sexuality, and have few opportunities to develop knowledge of intimacy and sexual exploration;
- have difficulty making distinctions between different types of touching. There is often a high level of necessary physical intervention and involvement with pupils who have profound and multiple learning difficulties and need assistance with mobility, eating and drinking and other areas of care;
- have some challenging behaviour that can necessitate physical intervention from adults;
- present challenging behaviour that results from abuse, but is attributed to their disability instead

## Domestic Abuse

All children can be adversely affected by domestic abuse. Exposure to domestic abuse and/or violence can have serious emotional and psychological effects on children.

The school works closely with Operation Encompass and the DSL is informed by the police if they have been called to deal with an incident, thus enabling us to provide relevant support.

## Child on child abuse (including serious bullying)

Jack Tizard School follows the advice provided in 'Sexual violence and sexual harassment between children in schools and colleges' DfE, December, 2017.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_ Harassment_ and_Sexual_Violence_-_Advice.pdf

We recognise that children are capable of abusing their peers, both in person and online.
Staff will be aware:
- that even if abuse is not reported, it could still be happening
- of the indicators of peer on peer abuse, know how to identify it and respond accordingly.

Abuse will never be tolerated or passed off as "banter", "having a laugh" or "part of growing up". Most cases of pupils hurting other pupils will be dealt with under our school's positive behaviour policy, but this safeguarding and child protection policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Is bullying, including prejudice based and discriminatory bullying
- Could put pupils in the school at risk
- Is violent
- Involves physical abuse (including any online element which threatens or encourages physical abuse)
- Involves pupils being forced to use drugs or alcohol

Involves sexual exploitation or sexual abuse/violence, such as indecent exposure, sexual assault, causing someone to engage in sexual activity without consent, or sexually inappropriate pictures or videos (including the consensual and non-consensual sharing of nude and semi-nude images/videos and 'Upskirting' – taking a picture under a person's clothing without their permission)
If a pupil makes an allegation of abuse against another pupil, staff will inform the DSL and record the allegation, but not investigate it

The DSL will:
- contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- update individual risk assessments to include the newly presented risk and update positive behaviour support plans, with strategies to minimize risk for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed.
- contact the children and adolescent mental health services (CAMHS), if appropriate. The school also has access to educational psychology to support with strategies and referrals, where appropriate.

We will minimise the risk of child on child abuse by:
- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing pupils, and initiation or hazing type violence with respect to pupils
- Using our PSHE and SRE curriculum to educate pupils about appropriate behaviour, tolerance, equality, kindness, respect and consent
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
- We will show a zero tolerance culture toward transphobia.

## Online Safety
The use of technology presents challenges and risks to children and adults both inside and outside school.

All staff will be aware that children can abuse their peers online through:
- Abusive messages
- Non-consensual sharing of indecent images and videos
- Sharing of abusive images and pornography to those who do not want to receive it

The DSL has overall responsibility for online safeguarding within the school.
The issues can be broadly categorised into four areas of risk:
- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.
- commerce: online gambling, inappropriate advertising, phishing or financial scams

The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2023.

We follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

We recognise the specific risks that can be posed by mobile phones and cameras and, in accordance with KCSIE 2023 and EYFS 2017, have appropriate policies in place that are shared and understood by all members of the school community. Further information reading the specific approaches relating to this can be found in the school's Staff Handbook, and the **E Safety Policy, Use of Mobile Phones and Acceptable Use Policy**.

Appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.

A supportive curriculum is in place to enable pupils to learn about and manage online risks effectively and safety is considered throughout planning.

The DSL has overall responsibility for online safety. This includes overseeing and acting on filtering and monitoring, safeguarding concerns and checks to filtering and monitoring systems. They work in conjunction with the Deputy DSL (Deputy Headteacher) and the lead for online safeguarding (Assistant Headteacher.)

The governing body also have a responsibility to make sure the school has appropriate filtering and monitoring systems in place and review their effectiveness. The Headteacher and Link Safeguarding Governor will test the school's monitoring and filtering system at least annually and liaise with the Assistant Headteacher, who leads online safeguarding and the IT Lead.

Senior leaders and IT staff need to be aware of and understand:
- What provisions we have in place and how we manage these provisions effectively
- How to escalate identified concerns
- Buying-in the filtering and monitoring system
- Documenting what is blocked or allowed, and why
- Reviewing the effectiveness of our provision, making sure that incidents are urgently picked up, acted on and outcomes are recorded
- Making sure staff are trained appropriately and understand their role

All staff should monitor what is on pupil screens and report any concerns such if:
- they witness or suspect unsuitable material has been accessed
- they are able to access unsuitable material
- they are teaching topics that could create unusual activity omn the filtering logs
- there is failure in the software or abuse of the system
- they are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- they notice abbreviations or misspellings that allow access to restricted materials

## Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college.

All staff, but especially the designated safeguarding lead (or deputy) should consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments consider such factors, so it is important that we are able to provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

## Safeguarding Pupils/Students who are Vulnerable to Extremism and Radicalisation

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard[103] to the need to prevent people from being drawn into terrorism".[104] This duty is known as the Prevent duty. There have been several occasions over the past few years in which extremist groups have attempted to radicalise vulnerable groups to hold views that justify political, religious, sexist or racist violence, or to encourage them into an ideology that is intolerant of diversity.

At Jack Tizard, we believe that the freedom of speech and an individual's right to express his /her beliefs and ideology are fundamental values that should underpin society. Freedom of speech must also consider equality, human rights, community safety and cohesion.

The normalisation of extreme views may make people vulnerable to manipulation and exploitation in the future. We will view any signs of radicalisation and exploitation as safeguarding concerns.

We will seek to protect our school community from those preaching all forms of violent extremism.

The Designated Safeguarding Lead will ensure all staff have Prevent training in the prescribed timelines – currently every 2 years.

## Risk Reduction and Response

The Governing Body, in conjunction with the Headteacher, will assess the level of risk within the school, document the risk assessment and any subsequent action plan.

This may include assessment of risks for an individual as well as:
- reviewing the SEND policy;
- the SRE and RE Curriculums and assemblies;
- use of the school's premises by external agencies;
- the anti-bullying policy and any other issues specific to our philosophy and our local community

We will build resistance to extremism through:
- Safeguarding systems;
- Promoting community cohesion, equalities & wellbeing;

- Anti-bullying policies
- Promoting wider skills development;
- Encouraging active citizenship and pupil voice;
- Extending links with families & community groups
- Regular staff training and awareness building activities
- Protection from terrorist and extremist material when accessing the internet in school
- PSHE and SRE Curriculum

We will seek support from the Local Authority's Prevent Engagement Officer in developing staff confidence in their ability to understand, recognise and refer vulnerabilities that can lead to radicalisation.

The DSL will act as the 'Prevent Single Point of Contact'. Any member of staff with concerns in this area will alert the DSL who will then contact the relevant person at the L.A.

## Mental Health

All staff will be aware that mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. Children with learning disabilities are six times more likely to develop mental health problems.

Staff will be aware of how a child's experiences and personal circumstances may impact on their mental health, behaviour and education and report concerns to the DSL or deputy.

The school will work with families, initiate Circle of Support meetings and, where necessary, seek advice and refer to relevant external professions such as the Educational Psychology Service, local mental health groups and CAMHS.

## Safeguarding Pupils who are Vulnerable to Serious Violence, Exploitation, Forced Marriage, Honour Based Abuse, Female Genital Mutilation, or Trafficking

We will use our curriculum, including PSHE and SRE, to support our children and young people to develop healthy relationships and make choices built on empathy, negotiation, respect for culture and diversity, individual rights and equality.

We endeavour to keep up to date with advice and guidance in addressing specific vulnerabilities and forms of exploitation. Safeguarding training will include raising awareness of:
- the indicators which may signal a risk of/likelihood of involvement with serious violent crime (as per the advice in 'Preventing youth violence and gang involvement')
- the signs a girl could be at risk of FGM or has been subjected to the procedure;
- the vulnerability of people with learning difficulties in relation to forced marriage, CSE and CCE
- how children can be exploited and that the experiences and indicators of CCE may be very different between boys and girls

Abuse committed in the context of 'preserving honour' may involve family/community pressure and multiple perpetrators. These additional risk factors will be considered when making any decision about safeguarding actions.

Our staff are supported to talk to families about sensitive concerns in relation to their children and we work to find ways to address them together. However, if risk factors are present and staff are concerned that a pupil may be affected, they should alert the DSL who will activate local safeguarding procedures.

Our values, ethos and approach to safeguarding provide the platform which helps to ensure children have the support to learn to respect themselves and each other.

## Use of school premises for non-school activities –
All hirers who provide activities for children and young people are required to provide confirmation that they have a Child Protection Policy in place and that appropriate safeguarding checks for staff and volunteers have been completed and recorded. Organisations should comply with guidance issued by the Local Safeguarding Children Board and / or the Department of Education. See also the lettings policy.
if the school receives an allegation relating to an incident concerning an individual or organisation using the school premises for running activities for children, we will follow our procedures and inform the Local Authority Designated Officer (LADO).

## Acronyms/Terms
Some of the following acronyms/terms are used in this document, and often within safeguarding discourse:
- DSL – Designated safeguarding lead
- CSC – Children's social care
- (LA)DO – (Local authority) Designated Officer
- SENDCO – Special educational needs and disability coordinator
- FGM – Female genital mutilation
- HBV – So called 'Honour- Based' Violence
- CSE – Child Sexual Exploitation
- CCE  - Child Criminal Exploitation
- EYFS – Early Years Foundation Stage
- KCSIE – Keeping Children Safe in Education
- WT – Working Together (to Safeguard Children)
- FBV – fundamental British values
- 'Prevent' – the duty to have due regard to the need to prevent children from being drawn into terrorism


## National Support
**Support for staff**
- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

**Support for Pupils**
- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

**Support for adults**
- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): napac.org.uk
- NSPCC- UK domestic-abuse Signs Symptoms Effects
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

**Support for Learning Disabilities**
- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

**Domestic Abuse**
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

**Honour based Violence**
- Forced Marriage Unit: https://www.gov.uk/guidance/forced-marriage

**Sexual Abuse and CSE**
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

**Online Safety**
- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org

- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

**Radicalisation and hate**
- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk